Editorial: Inaugural Issue of the Journal of Advancing Education Practice

Barbara Holmes
Winona State University, bholmes@winona.edu

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Editorial

Welcome to the inaugural issue of the Journal of Advancing Education Practice (JAEP)!

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The Journal of Advancing Education Practice is an open-access journal designed to highlight the work of emerging practitioner-scholars. The journal will feature peer-reviewed articles by doctoral students, practitioner-scholars and established researchers that explore problems of practice and other timely issues affecting the improvement of education and learning organizations.

A paper suitable for JAEP should attempt to advance understanding about education practices and offer empirical research in support of addressing challenges in education. The inaugural issue addresses a topic of critical importance to me and the academy: Doctoral Student Learning: Challenges and Opportunities. Doctoral students deserve to finish their programs and institutions of higher education must continue to explore ways to improve doctoral student retention and persistence. Former and present doctoral scholars contributed to this work.

Over the next few issues, this journal will publish papers that illuminate understanding of education practice at all levels. Education practitioner scholars are encouraged to share practical ideas, knowledge and professional experiences about how to improve learning and transform learning organizations.

A journal’s inauguration is a cause for celebration and an opportunity to give thanks to all those who provided support and assistance. This journal would not have been possible without the people who shared the vision of advancing knowledge and actively supporting the work of faculty and students. First and foremost, I would like to thank Dr. Tarrell Portman, a visionary dean of the college of education who was unrelenting in her support of faculty and who believed in the power of research to transform lives and generate new ideas; thanks also to the Editorial Board members who serve tirelessly to advance knowledge and contribute to the profession; A very special thanks is extended to the Winona State University Librarian Kendall Larson who made the publication of this open access journal possible, and to all of my doctoral students who inspire us to do our best work day after day in support of their learning and professional development.

Gratefully,

Barbara D. Holmes

Professor

Winona State University
E-mail address: bholmes@winona.edu